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ABSTRACT

Findings from a study to examine the relationships of both personal and organizational predictors with both managerial commitment and job satisfaction of school administrators are presented in this paper. A total of 99 public school and 77 private school administrators participated in a mailed survey, a 70.4 percent response rate. Multiple regression analysis and multivariate analysis of variances indicated that school type was the only significant predictor of both commitment and satisfaction. Private school administrators expressed higher levels of commitment and job satisfaction than did their public school counterparts. Because school culture may be an important factor of commitment and job satisfaction, administrators should treat the needs of educational constituencies as critical. Five tables and one figure are included. (62 references) (LMI)

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ASSESSING PERSONAL AND ORGANIZATIONAL PREDICTORS OF MANAGERIAL COMMITMENT IN SCHOOLS

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ABSTRACT

This study compares the extent to which predictors account for managerial commitment and job satisfaction using a sample of school administrators. Information on two major constructs (commitment and satisfaction) and their personal and organizational predictors that was obtained from 176 public and private school administrators. Multiple regression analysis was used to assess and to compare predictors that explained managerial commitment and job satisfaction. Also, the multivariate analysis of variances technique was used to test differences in the level of commitment and satisfaction between public and private school administrators. Results indicate that type of school was only the significant predictor to both commitment and satisfaction. Private school administrators were found to have higher levels of commitment and job satisfaction than were public school administrators. Theoretical and practical implications are discussed.

The construct of organizational commitment has received increasing attention during the past decades. Conceptual and empirical studies have explored definitions of the construct, including predictors and consequences of commitment, and the processes through which commitment exerts its influence on subsequent employee behaviors. Researchers identified a number of variables that explain organizational commitment. At least two distinct classifications of these variables are obvious: (1) personal variables which represent employees' individual characteristics such as age, sex, and experiences, etc. (Ritzer & Trice, 1969; Alluto, Hrebiniak, & Alonso, 1973; Angle & Perry, 1983; Glisson & Durick, 1988; Reyes, 1989, 1990); and (2) organizational variables which describe an organization's characteristics such as size and type (Stevens, Beyer, & Trice, 1973; Glisson & Durick, 1988; Reyes, 1989, 1990).

Most research efforts, however, have examined variables from only one of two categories of predictors at a time making comparisons impossible between the relative effects of each predictor on satisfaction and commitment (Glisson & Durick, 1988). Moreover, there have been just a few studies conducted in school organizations (Reyes, 1989; Reyes & Pounder, 1990; Mottaz, 1986; Shin & Reyes, 1991). Thus, this research effort compares the the two types of antecedents associated with organizational commitment and job satisfaction of school administrators.

Organizational Commitment and Job Satisfaction

Mowday's et al. (1979) research on commitment is based on two

perspectives. One perspective conceptualizes organizational commitment in terms of overt indicators such as behavioral acts (Kiesler, 1971; Salancik, 1977). In this case, organizational commitment may determine subsequent employee attitudes. Alternatively, the second perspective emphasizes an attitudinal perspective defined as the relative strength of involvement and identification of an individual with an organization (Mowday et al., 1982; Porter et al., 1974). This psychological perspective guides the present study, in which commitment is characterized by factors relating to belief in the organization's goals and values, willingness to extend effort for the organization, and desire to remain in the organization (Morrow, 1983; Porter et al., 1974; Mowday et al., 1982). This definition clarifies organizational commitment from job satisfaction.

As an attitude, organizational commitment is distinguished from job satisfaction (Williams & Hazer, 1986; Brooke, Russell, & Price, 1988; Mowday et al., 1982; Glisson & Durick, 1988) in that the former is an affective response (attitude) resulting from an evaluation of the work situation which links or attaches the individual to the organization (Mottaz, 1986); whereas job satisfaction is a positive emotional state resulting from the appraisal of one's job or job experiences (Locke, 1976). More specifically, Mowday et al. (1979) argue that commitment differ from the concept of job satisfaction in several ways:

> To begin with, commitment as a construct is more global, reflecting a general affective response to the organization as a whole. Job satisfaction, on the other hand, reflects one's response either to one's job or to certain aspects of one's job. Hence, commitment emphasizes attachment to the

> employing organization, including its goals and values, while satisfaction emphasizes the specific task environment where an employee perform his or her duties (p.226).

To date research on organizational commitment focuses on establishing the relationship between organizational commitment and job satisfaction. Three lines of research are apparent: (1) a set of studies in which job satisfaction as a cause of commitment (Steers, 1977; Stevens et al., 1978; Curry et al., 1986; Franks & Tetrick, 1989), (2) studies where commitment is viewed as a cause of job satisfaction (Bateman & Strasser, 1984; Weiner & Vardi, 1980), and (3) a set of related studies that do not assess the causal relationship between the two; however, this research assesses organizational commitment and job satisfaction in other ways (Porter et al., 1974; Mobley, 1977; Steers & Mowday, 1981; Bluedorn, 1982; Arnold & Feldman, 1982; Michaels & Spector, 1982; Reyes, 1989).

For example, research identifying correlates of organizational commitment and job satisfaction shows three types of trends, depending on whether the two constructs are considered to be i independent variables (Shore, Thornton, & Newton, 1989; Shore & Martin, 1989), mediating variables (Williams & Hazer, 1986; Franks & Tetrick, 1989; Wunder et al., 1982; Steers & Mowday, 1981; Mobley et al., 1978), or dependent variables (Bruning & Snyder, 1983; Glisson & Durick, 1988; Angle & Perry, 1983; Mathieu & Hamel, 1989; Reyes, 1989; Reyes & Pounder, 1990). The present investigation was designed to identify and to compare antecedents of the two constructs as dependent variables.

When organizational commitment is modeled as a function of

beliefs about the organization and job satisfaction as a function of job experiences, the two dimensions are differently important in affecting employee attitudes (Angle & Perry, 1981; Luthans, Baack, & Taylor, 1987). Both characteristics of the organization and the individual employee influence the worker's beliefs about the organization and, hence, the employee's level of organizational commitment. The organizational and personal characteristics related to the job should also influence job experiences and, hence, the employee's job satisfaction.

Personal Predictors

Much of the research on organizational commitment has been concerned with identifying the predictors of organizational commitment and job satisfaction. Several personal or individual variables have been used in research aimed at predicting employees' organizational commitment.

For instances, organizational commitment relates positively related to age and tenure (Hrebiniak, 1974; Kock & Steers, 1976; Steers, 1977; Luthans et al., 1987; Angle & Perry, 1983). Morris & Sherman (1981) reports that older employees with a great sense of competence had higher levels of organizational commitment. Stevens et al. (1978) and Angle & Perry (1983) show that the organizational tenure and job tenure are good predictors of organizational commitment. Concerning gender, research shows that females have higher levels of commitment (Stevens et al., 1978; Angle & Perry, 1983; Reyes, 1989); however such differences may not be as pervasive as the organizational literature suggests (Bhagat & Chassie, 1981). These research findings about age, gender, tenure,

and sex have been found with samples of teachers and school administrators (Reyes, 1989, 1990).

Other research examined the link between religious affiliation and organizational commitment (Hrebiniak & Alluto, 1972; Herzberg, 1984; Chusmir & Koberg, 1988). Religious affiliation was found to be significantly related to organizational commitment for teachers and nurses, with Protestants exhibiting higher levels of commitment than Catholic or other formal religious groups (Hrebiniak & Alluto, 1972). Recently, Chusmir & Koberg (1988) reported that non-managerial employees have a positive relationship between religious conviction and commitment, whereas managerial employees show a negative relationship between conviction and commitment.

Finally, some studies found that employee status was not a good predictor of organizational commitment (Reyes, 1989, 1990; Stevens et al., 1978). However, one may argue that commitment is positively related with level of individual status, since individuals from higher ranks have a greater investment in their jobs (Luthans et al., 1987; Welsch & LaVon, 1981; Chelte & Tausky, 1987). Overall, for various types of organizations, age tenure, and religious affiliation have generally been reported to be positively associated with commitment (Lee, 1971; Sheldon, 1971; Hrebiniak, 1974; Stevens et al., 1978).

Organizational Predictors

Less attention has been given to organizational characteristics as predictors of commitment. Intuitively, size may appear to be a negative influence on commitment. However, a large organization may require greater investments from a manager. Managers are

expected to engage in coordination, control, and innovation (Baldridge & Burnham, 1975); this may produce larger groups of peers and an additional opportunity for interpersonal interaction (Rice & Mitchell, 1973) which would increase employee commitment. But, disparate findings have emerged: positive (Glisson & Durick, 1988), negative (Morris & Steers, 1980), and no relationship (Stevens et al., 1978; Reyes, 1989). In this study, it is proposed that organizational commitment may vary by type of school and type of employment. Basically, we are testing the hypothesis that private school administrators and full-time employees have a higher level of commitment than public school administrators and part-time employees (Reyes & Pounder, 1990).

Theoretical Framework

Although there has been little systematic empirical study of organizational commitment in schools, some implications can be inferred from the research on commitment in other organizations. Administrators are challenged to find ways to match the needs of the school with the needs of teachers (Tarter, Hoy, & Kottkamp, 1990). When administrators are successful, teachers feel a sense of belongingness to the school and, consequently, are more likely to expend greater effort. Thus, administrators try to foster both social bonds and mechanisms necessary to develop and maintain patterns of teacher integration and commitment to the school. Therefore, to foster administrator commitment, we need to understand the variables that contribute to high levels of commitment.

The model guiding this study suggests that both personal and

organizational variables interact with the degree of employee commitment and job satisfaction (Kidron, 1978; Steers, 1977). This interaction between individual and organizational factors determines the extent to which the employee "fits" the organization, the extent to which individual values are compatible with the organizational values. This then leads to different levels of organizational commitment and job satisfaction (see Figure 1).

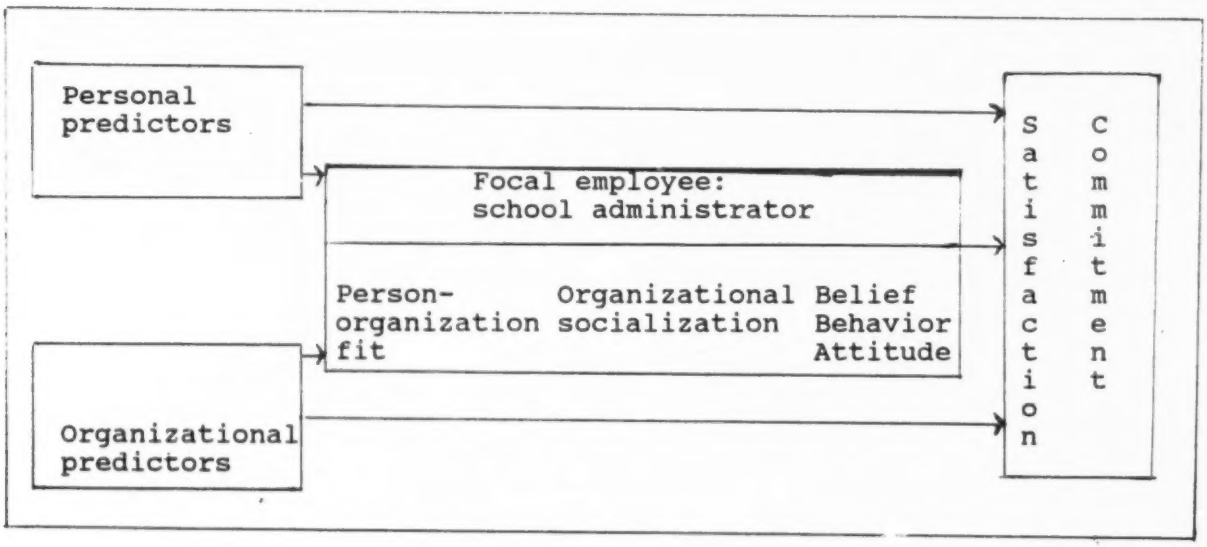

Figure 1. A proposed model of the predictors of organizational commitment

The present research effort seeks to compare the relationships between organizational commitment and job satisfaction and their chosen predictors using a sample of school administrators.

Public and Private School Debate

In their study of schools, Coleman, Hoffer, and Kilgore (1982) and Coleman and Hoffer (1987) document the significant differences between the public and private school. They argue that on the average private schools produce a higher caliber of students. They produce better cognitive outcomes than do public schools; on the average students from private schools perform better than do students from public schools on achievement tests. Private schools provide better student personality development than do public schools; students in private schools show higher levels of self-esteem and sense of control than students from public schools. Moreover, private schools seem to be more successful than public schools in creating an interest in learning and encouraging interest in higher education. In fact, students from private schools are more likely to attend college than students from public schools. Why are these differences so dramatic between these two type of schools? Do administrators have different levels of commitment? What organizational events create these patterns?

Based on those questions, this study seeks to examine if school administrators' levels of commitment and satisfaction differ between private and public schools.

METHOD

Sampling and Data Collection

The sample included administrators from both public and private schools. Ninety nine public school and seventy seven private

school administrators participated in the study. All administrators from the public schools were selected at random from three large school districts in one midwestern state. Administrators from private schools were selected at random from schools within two large Catholic dioceses in one southeastern state. The largest percentage of respondents was Catholic, although only 9.1 percent of the respondents were religious employees as opposed to lay employees (91 percent).

The data from the public school subjects were collected through a self-administered set of instruments and returned individually to the research team. Data from private school subjects were collected in group settings and returned to the researchers. A total of 176 administrators returned usable questionnaires. The overall response rate was 70.4 percent for both public and private schools.

Instrumentation

The constructs measured in this study were: organizational commitment and job satisfaction. Questionnaires were used to assess each concept. Items on each concept were measured on a 5 point Likert-type scale, with responses ranging from strongly disagree to strongly agree. A summary of each measure is presented below.

Organizational commitment: Organizational commitment indicates loyalty to the organization. Porter et al. (1974) and Mowday et al. (1982) defined the concept as the employee's acceptance of the organizational goals, willingness to exert effort on behalf of the

organization, and desire to remain an employee of the organization. The instrument used in this study was the Organizational Commitment Questionnaire (OCQ) developed by Mowday, Steers, and Porter (1979). It has been correlated with other "affective" measures for validity purposes, averaging r = 0.70. Its reliability has ranged from 0.82 to 0.93 with a median of 0.90. This instrument has been tested with several groups such as public employees, university employees, etc. and appears to yield consistent results across different types of organizations. In this sample, Cronbach alpha was 0.89.

Job satisfaction: The measure of job satisfaction used in this study was the short form of the Minnesota Satisfaction Questionnaire (MSQ) which was based on a theory of work adjustment presented in Lofquist and Dawis (1969). They defined job satisfaction as "fulfillment of the requirements of an individual by the work environment" (p. 76).

The MSQ has good construct validity (Lofquist & Dawis, 1969); the instrument has been compared with the results of the long form of job satisfaction, and has been tested with six different samples yielding no statistically significant differences. The instrument's strong reliability for the general job satisfaction scale is 0.90. Cook et al. (1981) believe that the index of the general job satisfaction is an excellent measure. Cronbach alpha for this sample was 0.91.

Data Analysis

Analytic procedures for this study began with comparisons of relationships among all the research variables (correlational

analysis). Then, we assessed and compared the extent to which predictors account for each of the two focal variables, managerial commitment and job satisfaction (multiple regression analysis). Additionally, differences in the managerial commitment and satisfaction between public and private school administrators were tested by multivariate analysis of variances (MANOVA).

RESULTS

Descriptive and Correlational Analyses

The means, standard deviations, and reliability coefficients (Cronbach alphas) of the research variables are presented in Table 1. Reliability coefficients of commitment (.89) and satisfaction (.91) were high as evidenced elsewhere (Mowday et al., 1979; Lofquist & Dawis, 1969).

Insert Table 1 about here

The zero-order correlations between the independent variables and outcome variables are shown in Table 2. Both managerial commitment ($r = -.45$, $p<.01$) and satisfaction ($r = -.37$, $p<.01$) correlated negatively and significantly with the type of school, as private schools were coded 1 and public schools 2. These results show that public school administrators had lower scores in the OCQ and MSQ measures than their counterparts, suggesting that private school administrators were more committed to the school and happier

with their jobs. In the same way, both commitment and satisfaction showed positive and significant relationships with sex ($r = .33$, $p<.01$; $r = .24$, $p<.01$, respectively), which indicated that female administrators were more committed to the school and more satisfied with the job. As expected, commitment strongly correlated positively with satisfaction ($r = .70$, $p<.01$). In addition, male administrators appeared to have longer job tenure than female administrators ($r = -.22$, $p<.01$).

Insert Table 2 about here

Regression Analyses

To examine the unique contribution of the personal and organizational predictors, each of the two dependent measures, managerial commitment and job satisfaction were regressed on the following predictors: school type, total years of experience, sex, and age. Inspection of the correlation matrix revealed no violation of multicollinearity except for the relationship between age and experience. Despite the results, both age and experience were eliminated as significant predictors of both managerial commitment and satisfaction, as exhibited in Table 3.

Insert Table 3 about here

The results suggested that type of school variable was only the significant predictor to both dependent measures: commitment (beta

= -.40, p<.01) and satisfaction (beta = -.37, p<.01), although sex would be expected to be a significant predictor due to its significant relationships with the dependent variables in the correlation matrix (Table 2). The directionality and significance of the beta coefficients reaffirm that private school administrators tended to be more satisfied with their jobs and to be more committed to the school as an organization than did public school administrators.

The R squares (R * R) for managerial commitment and job satisfaction were .23 (p<.01) and .14 (p<.01) in this sample, respectively. Most of the variance explained was produced by the variable, type of school. Until now, there have no consistent research findings on which independent variables (personal and organizational demographics) are significant predictors of organizational commitment and job satisfaction, even though researchers customarily regard them as one of predictor groups to commitment and satisfaction (Mowday et al., 1982; Glisson & Durick, 1988; Shin & Reyes, 1991).

Supplemental Analyses

From the results of correlational and regression analyses, type of school turned out to be a significant antecedent to both managerial commitment and job satisfaction. Supplemental analyses were conducted to examine this issue in more depth. As in Table 4, private school administrators exhibited higher levels of commitment and satisfaction than the counterparts; 89.91 (private) vs. 76.65 (public) in commitment (t = 6.72, p<.001) and 87.34 (private) vs.

77.81 (public) in satisfaction (t = 5.95, p<.001).

Insert Table 4 about here

More specifically, a multivariate analysis of variances (MANOVA) was performed to statistically test for differences between private and public school administrators on managerial commitment and job satisfaction. The results of omnibus MANOVA test indicated that statistically significant differences in commitment and satisfaction existed between public and private school administrators.

Insert Table 5 about here

Univariate post-hoc F-tests revealed significant differences in managerial commitment (F = 45.16, df =(1, 174), p<.001) between the two groups. Private school administrators were more identified with the goals of the organization, willing to work for it than were public school administrators. Similarly, job satisfaction (F = 35.43, df =(1,174), p<.001) differed significantly between the two groups, too. Private school administrators appeared to be more satisfied with doing school work than were their counterparts. These results reassured those obtained from descriptive and correlational analyses.

DISCUSSION

The first purpose of this study was to examine the relationships of personal and organizational predictors to both managerial commitment and job satisfaction. The results show that each of the personal and organizational predictors are related to both outcome measures. Type of school (private = 1, public = 2) relates negatively with both commitment and satisfaction, whereas sex (male = 1, female = 2) relates positively to both. As consistent with Reyes & Pounder' study (1990), private school administrators show high levels of commitment and satisfaction than do public school administrators. Unlike other studies (Reyes & Shin, 1990), this study found sex related to organizational commitment and job satisfaction. In addition, managerial commitment was positively associated with job satisfaction, as shown in a variety of studies using the two variables.

The second purpose of the study was to assess and to compare the degree to which predictors explained both managerial commitment and job satisfaction by means of standardized multiple regression analyses. The results suggested that type of school was only the significant antecedents to both dependent measures. Neither managerial commitment nor job satisfaction was found to be predicted by the personal variables (sex, age, experience) which researchers have considered as strong predictors (i.e., Hrebiniak, 1974; Kock & Steers, 1976; Angle & Perry, 1983; Luthans et al., 1987; Reyes, 1990; Reyes & Shin, 1991). However, this study shows that the effects of those predictors on commitment may not be as pervasive as the organizational literature has suggested (McPherson

et al., 1986). With the only significant organizational predictor, type of school, this study suggests that the levels of managerial commitment may vary by school type.

Some research reported that commitment and satisfaction as distinct constructs have each own predictors (Shin & Reyes, 1991). That assumption is suspect in this study, which shows that both measures have a common predictor (type of school). This lack of support for the assumption may be related to some weaknesses this study might have: (1) no inclusion of the other significant predictors, (2) the necessity of specified causal model, and (3) lack of cross-validation across a variety of samples. These weaknesses may also account for the low variances in explaining both managerial commitment (23 %) and job satisfaction (14 %).

Finally, a supplemental analyses was done for examining differences in the levels of commitment and satisfaction between public and private school administrators. The results indicated that private school administrators appeared to be more satisfied with their jobs and to be more committed to their schools than did public school administrators. This finding is consistent with the literature (Reyes & Pounder, 1990).

Why these differences? We believe that when individual and organizational values correlate with each other, a strong culture is formed. This strong culture then tends to generate high levels of organizational commitment and job satisfaction (Reyes & Pounder, 1990). Therefore, despite the research findings more sophisticated research designs of evaluating how schools work in their complicated contexts (process) are needed for explicating why they

differ (Oakes, 1989; Porter, 1991).

IMPLICATIONS

Theoretically, employees' organizational commitment and job satisfaction could be developed through a combined effort of finding employees who share similar values as the organization's (Luthans et al., 1987; Reyes, 1990), and through the employees' subsequent organizational socialization by which they learn values, norms, and required behaviors and attitudes that permit participation as members of organization (Rosenholtz, 1989; Reyes, 1990; Shin & Reyes, 1991). Therefore, to identify what individual and organizational features affect on both commitment and satisfaction is critical to increasing the levels of both outcomes.

As noted earlier, this study was designed to contribute to identifying which predictors have distinct impact on managerial commitment and job satisfaction. Despite its solid framework of organizational commitment theory, the study results did not locate unique predictors of commitment and satisfaction. This may be true because of the fewer inclusions of significant predictors in regression equations. Future research requires more detailed specification for a proposed model of the predictors of commitment and satisfaction with more input of likely-to-be significant antecedents in predicting them.

Practically, some implications for school administration could be drawn from the current study. It is clear that different types of school cultures impact employees' affective outcomes. That is,

private school administrators are more satisfied with their jobs and are more committed to the organization than public school administrators. Although speculative, the school culture may be part of possible factors influencing both organizational commitment and job satisfaction. Future research needs to do more profound studies on those issues.

With that caveat in mind, school administrators should treat the needs of students, teachers, schools, and community as critical. School administrators committed to the school will have a strong sense of community and belongingness to the school. In this sense, understanding of which factors are more important in predicting managerial commitment must be helpful for refining strategies of fostering managerial commitment. Although those intentions were a bit impaired in this study due to limited predictors, we expect future studies to generalize a theoretical framework of enhancing managerial commitment through empirical validation with the inclusion of a variety of variables from and practical justification from multilevel groupings of schooling contexts: students, teachers (classroom), administrators (school), community (district), state, and nation.

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Table 1
Descriptive Statistics

Variables	Means	Standard Deviations	Reliability
School Type			
Experience	18.33	9.03	
Sex			
Age	44.47	8.90	
Satisfaction	81.25	11.63	.91
Commitment	81.95	14.87	.89

Table 2

Correlation Matrix

Variables	1	2	3	4	5	6
1. School Type	-					
2. Experience	.15	-				
3. Sex	-.60**	-.22*	-			
4. Age	-.02	.81**	-.04	-		
5. Satisfaction	-.37**	.00	.24**	.05	(.91)	
6. Commitment	-.45**	.04	.33**	.09	.70**	(.89)

N = 162

* p<.05, ** p<.01

Note: The numbers in paretheses indicate reliabilities.

Table 3

Standardized Multiple Regressions of Commitment and Satisfaction

Independent Variables	Commitment beta	Commitment SE	Commitment F	Satisfaction beta	Satisfaction SE	Satisfaction F
School Type	-.40	.09	20.64**	-.37	.07	25.76**
Experience	.13	.07	3.06	.06	-	.67
Sex	.12	.09	1.77	.03	-	.70
Age	-.04	-	.76	.04	-	.60
R Square(R*R)		.23**			.14**	

N = 162

** p<.01

Table 4

Means and Standard Deviations by Type of School

Variables	School Types	Means	Standard Deviations
Commitment	Public	76.65	15.32
	Private	89.91	9.14
Satisfaction	Public	77.81	12.58
	Private	87.34	7.07

N = 176; Public (99), Private (77)